

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION MAR 29 AM 9:47 </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Harlingen CISD	031-903		N/A
Vendor ID #	ESC Region #	DUNS #	
1746001053	1		069463784
Mailing address	City	State	ZIP Code
407 North 77 Sunshine Strip	Harlingen	TX	78550-5820

Primary Contact

First name	M.I.	Last name	Title
Jessica	D	Hruska	Special Projects and Grants Specialist
Telephone #	Email address		FAX #
956-430-9765	Jessica.hruska@hcisd.org		956-430-9524

Secondary Contact

First name	M.I.	Last name	Title
Maria	V	Kortan	Administrator for Organizational Development
Telephone #	Email address		FAX #
956-430-9502	Maria.kortan@hcisd.org		956-430-9514

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Arturo		Cavazos	Superintendent of Schools
Telephone #	Email address		FAX #
956-430-9502	Arturo.cavazos@hcisd.org		956-430-9514
Signature (blue ink preferred)	Date signed		

Dr. Art Cavazos

3-24-16

Only the legally responsible party may sign this application.

701-16-102-055

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 08/01

End date (MM/DD): 07/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐ NANo: ☐ NA**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

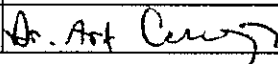
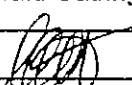
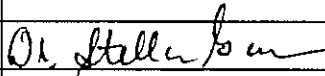
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	031-903	Dr. Arturo Cavazos	956-430-9765	\$1,799,455.00
	Harlingen CISD		Arturo.cavazos@hcisd.org	
Member Districts				
2.	Boys & Girls Club of Harlingen	Gerald Gathright	956-428-4183	\$118,125.00
			bclub@rgv.rr.com	
3.	Texas State Technical College	Dr. Stella Garcia	800-852-8784	\$30,000.00
			segarcia6889@tstc.edu	
4.				
5.				
6.				
7.				
8.				

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 031-903			Amendment # (for amendments only): N/A	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				\$1,799,455.00

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Schedule #4—Request for Amendment

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

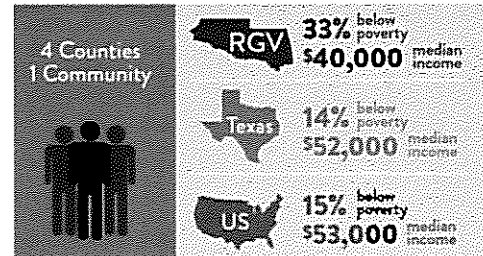
County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program Overview: Harlingen Consolidated Independent School District's (HCISD) proposes a ten campus elementary school innovative afterschool intervention called **ICAN** (Innovation and Creativity Academy for the Next Generation). The only way to mitigate the great need of Harlingen students is to proactively target interventions with early high tech STEM experiences which prepare at risk minority and female students and their families for 21st Century futures. Harlingen STEM employers, such as hospitals, engineering companies and advanced manufacturers have not only verbally affirmed the need but have gathered to assist in the formation of iCAN. Collectively, they assert that early STEM learning is required to advance educational attainment which stimulates economic growth. **ICAN** is a new and innovative initiative that is proposing to use a myriad of evidence-based programs to increase student performance and interest in STEM subjects in the **92% Hispanic area** of the Rio Grande Valley (RGV) specifically Harlingen, Texas. Programs in this initiative includes technology enhanced classrooms, health science simulation experiences, high quality STEM field experiences, and academic tutoring. All **ICAN** activities will be grounded in early and elementary literacy. The ultimate yield of the **ICAN** program is empowered students with necessary academic tools, a system for meaningful STEM and career exploration and families who are equipped with tools and resources that help improve educational outcomes in the region.

Program Need: Located along the Texas-Mexico border and within a four-county region (Cameron, Hidalgo, Starr, and Willacy), the Rio Grande Valley (RGV) is considered one of the poorest and most at-risk regions in Texas. The majority of the population are Hispanic (92%). With three out of every five of these families surviving on less than \$27,000 a year, college seems like an unattainable aspiration. Students in these families often enter schools with complex barriers to success. On average, **72% of HCISD students failed to meet 2014-15 STAAR Postsecondary Readiness Standards** in two or more subjects across all grades. The average for the state is 59%. Area barriers stem from poverty may include: frequent movement between schools; housing insecurity; hunger; family stressors; and, juvenile delinquency. In comparison with Texas' most populous county, **The RGV has maintained a higher juvenile violent crime arrest rate at 168.9 per 100,000 children age 10 to 17 than that of Harris County at 158.2 per 100,000 children age 10 to 17 every year for the last 5 years.** – Source Kids Count Data Center 2014. All of these challenges are linked with poverty and disproportionately affect Latino communities. Research shows that jobs with higher salaries go to the individuals who have pursued higher education and emerged computer-literate and technically skilled with a strong academic foundation. Unfortunately, that is not always the case in the RGV. The latest data, compiled with the help of the U.S. Census Bureau as part of NTIA's "Digital Nation" series, shows that less than **65 percent of Hispanic households** adopted broadband in the home as of October 2014. Recent data from The Center for Public Integrity has the **RGV as the lowest in the nation when it comes to broadband subscribers**. In addition to lack of access to internet technology, RGV and Hidalgo County students are not performing well in subjects that lead to high paying STEM careers. On average, **44% of HCISD students failed to meet 2014-15 STAAR reading requirements in the 4th grade**. In 2014-15, **51% of HCISD students failed to meet STAAR writing and 65% failed to meet STAAR math requirements across all grades.**



Program Purpose, Goals, and Objectives: Recognizing the need for education and workforce opportunities in Harlingen, Texas, HCISD, with the support of: the Boys & Girls of Harlingen, Economic Development Council, Chamber of Commerce, Local Medical Centers, Sylvan Learning Centers, and Texas State Technical College (TSTC) are strategically partnering together to create the **ICAN** initiative. **ICAN** seeks to raise awareness about the importance of STEM education for high-need minority and female students and their parents. HCISD's **ICAN** collaborative will improve Academic Performance, Positive Behavior, School Day Attendance, Promotion Rates, and Graduation Rates.

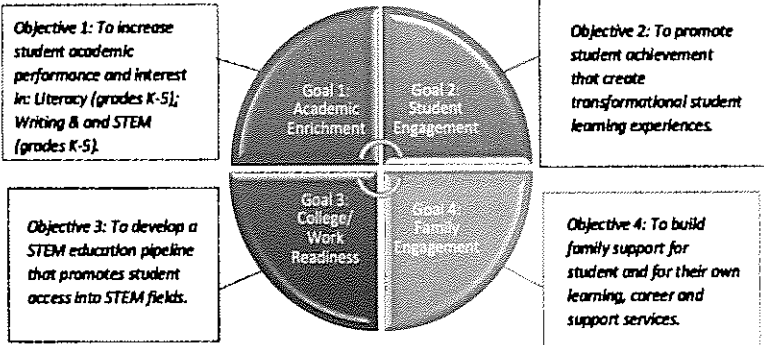
Schedule #5—Program Executive Summary (cont.)**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 031-903	Amendment # (for amendments only): N/A																								
Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.																									
<p>Project Rationale – Scalable early intervention is required to move the needle on educational outcomes that prepare a 21st Century workforce. For this reason, high need elementary schools with at risk populations have been chosen to further develop a primary education model of collective impact to build STEM competence early and raise graduation rates as well as college readiness, utilizing multiple partners and stakeholders.</p>																									
<p>The ICAN initiative will afford us the opportunity to create a pipeline to STEM careers by helping at-risk students to meet state and local student standards in core academic subjects. We plan to achieve this by: 1) Providing opportunities for <i>Academic Achievement</i>; 2) Offering students a broad array of additional <i>Student Engagement</i> services (such as youth development, aquatics, and more); and, 3) Offering families of students served opportunities for <i>literacy and workforce development</i>.</p>																									
<p>New and Expanded Services ICAN is a new initiative that combines the autonomous efforts of evidenced-based programs and services into one comprehensive program. The table below illustrates the new and/or expanded services being offered through this afterschool initiative:</p>																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Service Provider</th> <th style="width: 40%;">Description of Existing Services</th> <th style="width: 40%;">New or Expanded Service</th> </tr> </thead> <tbody> <tr> <td>Challenger Learning Center (TSTC)</td> <td>Offering hands on simulated learning experiences to select families through Texas State Technical College.</td> <td>A collaborative and comprehensive after-school program that regularly serves high-need students.</td> </tr> <tr> <td>Harlingen Economic Development Council (EDC)</td> <td>The economic development corporation is tasked with generating jobs, retaining existing jobs, and stimulating industrial and commercial growth.</td> <td>Field experience opportunities through EDC's STEM partners to prepare the next generation of Harlingen employees and leaders.</td> </tr> <tr> <td>Harlingen School of Health Professions and Harlingen Medical Centers</td> <td>Founded in 2014 to offer a curriculum and simulated hospital learning environment to place students on career paths for medical professions.</td> <td>Field experience opportunities offered to K-5 students during after school hours. Partnering health professionals support and sustain interest in health science fields.</td> </tr> <tr> <td>HCISD Technology Enhanced Classrooms</td> <td>To better prepare students for STEM careers HCISD recently invested in modernizing 3rd – 5th grade classrooms (charging stations, ipads, apple tv)</td> <td>The classrooms will be complete by 8/2016. 21st CCLC students will be able to use the classrooms spaces during afterschool time programming.</td> </tr> <tr> <td>Heroes for Harlingen</td> <td>A program to engage the community and create a mutually beneficial partnership between the schools and the Harlingen community.</td> <td>Opportunities to offer new community engagement opportunities through the Texas 21st CCLC program.</td> </tr> <tr> <td>Texas South Technical College</td> <td>Offers technical programs and academic courses in statewide demand for the 21st century while emphasizing the needs of Texas.</td> <td>Parent Academy to engage and demonstrate to parents how to navigate the post-secondary college process in a setting that is informal and family centered.</td> </tr> <tr> <td>Sylvan Learning Centers</td> <td>Offers critical evidenced-based and 3rd party validated success with tutoring services to select students in HCISD.</td> <td>RTI Tutoring services specializing in skills gap remediation offered to 10 new sites.</td> </tr> </tbody> </table>		Service Provider	Description of Existing Services	New or Expanded Service	Challenger Learning Center (TSTC)	Offering hands on simulated learning experiences to select families through Texas State Technical College.	A collaborative and comprehensive after-school program that regularly serves high-need students.	Harlingen Economic Development Council (EDC)	The economic development corporation is tasked with generating jobs, retaining existing jobs, and stimulating industrial and commercial growth.	Field experience opportunities through EDC's STEM partners to prepare the next generation of Harlingen employees and leaders.	Harlingen School of Health Professions and Harlingen Medical Centers	Founded in 2014 to offer a curriculum and simulated hospital learning environment to place students on career paths for medical professions.	Field experience opportunities offered to K-5 students during after school hours. Partnering health professionals support and sustain interest in health science fields.	HCISD Technology Enhanced Classrooms	To better prepare students for STEM careers HCISD recently invested in modernizing 3 rd – 5 th grade classrooms (charging stations, ipads, apple tv)	The classrooms will be complete by 8/2016. 21 st CCLC students will be able to use the classrooms spaces during afterschool time programming.	Heroes for Harlingen	A program to engage the community and create a mutually beneficial partnership between the schools and the Harlingen community.	Opportunities to offer new community engagement opportunities through the Texas 21 st CCLC program.	Texas South Technical College	Offers technical programs and academic courses in statewide demand for the 21st century while emphasizing the needs of Texas.	Parent Academy to engage and demonstrate to parents how to navigate the post-secondary college process in a setting that is informal and family centered.	Sylvan Learning Centers	Offers critical evidenced-based and 3 rd party validated success with tutoring services to select students in HCISD.	RTI Tutoring services specializing in skills gap remediation offered to 10 new sites.
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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 031-903			Amendment # (for amendments only): N/A		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,143,035	\$57,500	\$1,200,535
Schedule #8	Professional and Contracted Services (6200)	6200	\$398,125	\$30,000	\$428,125
Schedule #9	Supplies and Materials (6300)	6300	\$140,500	\$	\$140,500
Schedule #10	Other Operating Costs (6400)	6400	\$27,980	\$	\$27,980
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$
Consolidate Administrative Funds				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,709,640	\$87,500	\$1,797,140
1.837% indirect costs (see note):			N/A	\$2,315	\$2,315
Grand total of budgeted costs (add all entries in each column):			\$1,709,640	\$89,815	\$1,799,455
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$148,125	\$	\$148,125
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,799,455
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$89,973
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 031-903			Amendment # (for amendments only): N/A	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	30		\$453,600
2	Educational aide			
3	Tutor	10		\$96,000
Program Management and Administration				
4	Project director (required)		1	\$55,709
5	Site coordinator (required)		10	\$385,250
6	Family engagement specialist (required)		1	\$40,037
7	Secretary/administrative assistant			\$
8	Data entry clerk		1	\$22,500
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$1,053,100
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$147,435
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,200,535

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-903		Amendment # (for amendments only): N/A
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Sylvan Learning: Providing targeted academic interventions for small groups of 8 children in core subjects (emphasis on Reading, Writing and Math) as well as STEM activities. Over 1,000 students targeted by grant will get some level of service throughout the 3 terms (Average cost per child per grant year below \$250). Costs include assessment, lesson planning, oversight, staff and training, certified teachers and materials/supplies. Programming for adult and family part of support beign offerd in kind as well.	\$250,000
2	Boys & Girls Club: Non-profit partner providing targeted risky behavior prevention programming, recreation and health initiatives, as well as youth development utilizing award winning programs such as Smart Moves. Supporting STEM activities and Homework Help through Power Hour structure.	\$118,125
3	Texas State Technical College: Local IHE providing support with families, as well as delivering camps and campus tours for program students. Challenger Learning Center located on campus is a critical part of the STEM goals of the grant.	\$30,000
4	Education Evaluation Services: Will conduct evaluation services described in grant and required by agency	\$30,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$428,125

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$140,500
Grand total:		\$140,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$27,980
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$27,980

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 031-903			Amendment number (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 031-903			Amendment # (for amendments only): N/A		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			4,375		
Category	Number	Percentage	Category	Percentage	
African American	8	0.19%	Attendance rate	97.09%	
Hispanic	4,058	93%	Annual dropout rate (Gr 9-12)	DNA%	
White	286	6.53%	Students taking the ACT and/or SAT	DNA%	
Asian	12	0.28%	Average SAT score (number value, not a percentage)	DNA	
Economically disadvantaged	3,613	83%	Average ACT score (number value, not a percentage)	DNA	
Limited English proficient (LEP)	1,887	43%	Students classified as "at risk" per Texas Education Code §29.081(d)	71%	
Disciplinary placements	75	1.7%			
Comments					
<p>Demographic Summary - The educational experience for HCISD's Hispanic students is one of accumulated disadvantage, (83%) are economically disadvantaged and nearly half (43%) of the student population have language deficiencies. Despite struggles with language barriers HCISD's attendance rate is high. Many of these children look forward to the school day because they consider it a positive full of possibilities. Parents are committed to sending their children to school since it is seen as key to economic sustainability. HCISD parents have high expectations for their children. ICAN's parent survey (discussed later on in this document) indicates that 100% of the 284 parents surveyed said that they were interested in the academic success of their children.</p> <p>Project Rationale – Scalable early intervention is required to move the needle on educational outcomes that prepare a 21st Century workforce. For this reason, high need elementary schools with at risk populations have been chosen to further develop a primary education model of collective impact to build STEM competence early and raise graduation rates and a college readiness, utilizing multiple partners and stakeholders.</p>					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	15	4.7%
Hispanic	285	89%	Bachelor's degree	275	86.2%
White	36	11%	Master's degree	29	9.1%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	97	30%	Avg. salary, 1-5 years exp.	\$46,344	DNA
6-10 years exp.	73	23%	Avg. salary, 6-10 years exp.	\$47,963	DNA
11-20 years exp.	80	25%	Avg. salary, 11-20 years exp.	\$50,962	DNA
Over 20 years exp.	71	22%	Avg. salary, over 20 years exp.	\$61,639	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	225	225	225	216	213	210	0	0	0	0	0	0	0	1,314
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	225	225	225	216	213	210	0	0	0	0	0	0	0	1,314

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community Needs Assessment

With such large numbers of Hispanic and low socioeconomic students, the **ICAN** program goal is to expand the educational opportunities of traditionally underserved individuals by increasing their abilities in digital literacy, literacy, and STEM. By enhancing and expanding the community's access to these offerings, the group is confident that establishing a Texas 21st Century Community Learning Center (CCLC) in Harlingen, Texas can accomplish this goal. In efforts to establish a Texas 21st CCLC to tackle the growing needs of students and their families in the Rio Grande Valley and Harlingen, Texas the **ICAN** initiative was formed to conduct a community needs assessment.

The Process

The **ICAN** initiative consists of a group of key executives, teachers and staff from the Boys & Girls Clubs of Harlingen, Harlingen Economic Development Council (EDC), Harlingen Heroes, Sylvan Learning Centers, and Texas State Technical College (TSTC). To ensure that the needs assessment was objective, the collaborative worked with an outside consultant with expertise in this area. The first step in the guided process was to facilitate meetings to come up with key questions around what the communities needs were. The questions identified through this discourse are as follows:

- 1) How can we better serve the huge early literacy needs of our students?
- 2) How can we better prepare our young children for required kindergarten assessments?
- 3) How can we better prepare our children for STEM fields?
- 4) What are the needs of our parents?

After the questions were determined, the next step in the process was to establish key findings. The **ICAN** group worked together to gather geographical information, student demographics, social determinants, and economic information from data that they collected internally. In addition to receiving data from the collaborative groups, data was also compiled from public sources (such as campus improvement plans, district-wide strategic plans, census records, Texas Academic Performance Reports, TWC, and more), results of parent surveys, and informal feedback from community partners. The data was analyzed by the outside consultant to validate anecdotal evidence of the community needs and assets, highlight significant trends, reveal differences across segments of the community, and clarify assessments to key questions mentioned above. Key findings were categorized by strengths, gaps, opportunities, and challenges.

The final step in our community needs assessment process was to set priorities based on key findings to assist the **ICAN** collaborative with developing goals and objectives. Prioritizing goals was the most difficult part of this process because it involved developing a consensus among the group of community members with different opinions on how the community issues should be addressed. Needs assessment consultant was key in minimizing these barriers. The group participated in five facilitated meetings to discuss and modify priorities, make informed decisions based on key data, and mutually agree on the goals, deliverables, and responsible parties for making sure those deliverables were carried out. After the top needs were identified, the group participated in an exercise adapted by the Texas ACE Blueprint's Community Resource Mapping/Strategy Development process to build program strategies around each need.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 031-903		Amendment # (for amendments only): N/A
Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	<u>Need 1: Student Academic Support:</u> Math, Writing, and Reading: On average, 44% of HCISD students failed to meet 2014-15 STAAR reading requirements across all grades. 51% of HCISD students failed to meet STAAR writing and 65% failed to meet STAAR math requirements across all grades. Superintendent and Administrators recently held a meeting to discuss adding initiatives to better support strategic plan.	The following academic strategies aim to improve academic performance by utilizing innovative instructional techniques and technology to enrich student learning: Sylvan Ace It: tier 2- strategic Intervention Level tutoring Sylvan EDGE: STEM programs Sylvan Writing Camps: creative writing camps Sylvan Professional Development: on the model
2.	<u>Need 2: Student Prevention/Enrichment Support:</u> Digital Literacy: NTIA's "Digital Nation" series, shows that in 2013, less than 65 percent of Hispanic households adopted broadband. Health: According to South Texas Diabetes Key Facts report the prevalence of adult diabetes is more than 20% higher in South Texas than the state of Texas. Juvenile Justice: In comparison with Texas' most populous county, RGV has maintained a higher juvenile violent crime arrest rate at 168.9 per 100,000 children than that of Harris County at 158.2 per 100,000	The following enrichment strategies aim to improve academic performance by offering afterschool programming that engages students and families in learning. BGC Keystone & Torch Clubs: leadership service BGC SMART Moves: helps young people resist drug use BGC Street SMART: counteracts negative lures of gangs BGC Healthy Habits: lesson on positive food choices BGC Sports: recreational and team building activities EDC: STEM field experiences HCISD Aquatics: swimming safety education HCISD Sim Hospital: STEM field experiences
3.	<u>Need 3: Family Support: Poverty:</u> The Rio Grande Valley has one of the highest poverty rates in the nation. The poverty rate for the native-born has remained around 30% for a number of years. The 2013 Bureau of Census estimates indicate that the Rio Grande Valley has a high percentage of female-headed single parent families.	The following Family and Parental Support Services strategies aims to increase student and family attendance in afterschool programs which ultimately lead to improved academic performance. TSTC Parent Academy: college access resources Ready Rosie: parent empowerment tools Heroes for Harlingen: parent engagement
4.	<u>Need 4: Student College/Workforce Readiness Support:</u> College Readiness: On average, 67% of HCISD students failed to meet 2014-15 STAAR Postsecondary Readiness Standards in two or more subjects across all grades. The average for the state is 59%.	The following College Readiness/Workforce strategies aim to increase graduation rates and employability among students: EDC: workforce education and STEM field experiences BGC Go Center: resources to promote college access BGC Goals for Graduation: prepare students for college UTSA Mobile Go Center: mobile college awareness TSTC Parent Academy: college going workshops
5.	<u>Need 5: Family College/ Workforce Readiness Support:</u> Workforce/College Readiness: Jobs with higher salaries go to the individuals who have pursued higher education and emerged computer-literate and technically skilled with a strong academic foundation. According to estimates from the U.S. Bureau of Census, all of the Valley's counties have lower average educational attainment than does the population in the balance of Texas or the nation.	The following College Readiness/Workforce strategies aims to increase graduation rates and employability among families: UTSA Mobile Go Center: parent mobile college access TSTC Parent Academy: workforce training, ESL/GED EDC: workforce education and STEM field experiences Heroes for Harlingen: community engagement
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Schedule #14—Management Plan					
County-district number or vendor ID: 031-903				Amendment # (for amendments only): N/A	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Must have a bachelors in education or related field; A minimum of three years of related experience in an educational or social work setting; Working knowledge of local youth serving organizations; and, Strong communication, public relations and interpersonal skills is preferred.			
2.	Site Coordinator(s)	Must have a bachelors in education or related field; Experience working with high risk children and families; Experience in staff supervision; knowledge of local youth serving organizations and community resources; and, 21 st CCLC or Afterschool experience is preferred.			
3.	Family Engagement Specialist	Must have a bachelors in education, a LPC, SW, or LMFT counseling certification is preferred; Experience in an educational or social work setting; Working knowledge of local youth serving organizations; and, Bi-lingual in English and Spanish is preferred.			
4.	Evaluator	Must have a Masters or Doctorate in education or related field; Must have experience evaluating education programs is preferred. Must adhere to the Professional Evaluators Association Code of Ethics with no conflicts of interest with the 21st CCLC Project.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Improve academic performance in math, reading, and writing.	1. Implement Sylvan's accelerated tutoring strategies	08/01/2016	07/31/2017	
		2. Implement BGC tutoring strategies	08/01/2016	07/31/2017	
		3. Implement professional development to Teachers	10/01/2016	07/31/2017	
		4. Implement Sylvan's Math/Writing Camp strategies	08/01/2016	07/31/2017	
		5. Assessments to analyze and improve services	08/01/2016	07/31/2017	
2.	Improve academic performance in all subjects through extracurricular activities.	1. Implement coding and digital literacy strategies	08/01/2016	07/31/2017	
		2. Implement BGC character education strategies	08/01/2016	07/31/2017	
		3. Implement family engagement/counseling strategies	08/01/2016	07/31/2017	
		4. Implement BGC healthy habit strategies	08/01/2016	07/31/2017	
		5. Assessments to analyze and improve services	08/01/2016	07/31/2017	
3.	Increase graduation rates while developing an interests in STEM fields.	1. Implement BGC college going strategies	08/01/2016	07/31/2017	
		2. Implement UTSA Mobile Go Center strategies	08/01/2016	07/31/2017	
		3. Implement Sylvan coding, robotics, math strategies	08/01/2016	07/31/2017	
		4. Implement SIM and STEM field experiences	08/01/2016	07/31/2017	
		5. Assessments to analyze and improve services	08/01/2016	07/31/2017	
4.	Support family digital literacy and college/ workforce readiness.	1. Implement family digital literacy strategies	08/01/2016	07/31/2017	
		2. Implement TSTC GED/ESL strategies	08/01/2016	07/31/2017	
		3. Implement Family Literacy strategies	08/01/2016	07/31/2017	
		4. Implement SIM and STEM experiences	08/01/2016	07/31/2017	
		5. Assessments to analyze and improve services	08/01/2016	07/31/2017	
5.	Increase program sustainability through collective impact.	1. Project Director facilitates initial meetings	08/01/2016	10/31/2016	
		2. Implement collective impact strategies	09/01/2016	07/31/2017	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ICAN is a new collaborative group of education and youth service providers that has joined together to improve the education outcomes for low-income students and their families. Autonomously the group has monitored the attainment of goals and objectives through internal strategic planning committees, district and campus improvement plans, as well as by the expertise of outside evaluators. During the initial planning meetings for the development of this grant, the **ICAN** group has agreed to model the evidence-based *Collective Impact Framework* as a process of monitoring goals and objectives. The *Collective Impact Framework* is a structured process that collaborative groups use with a common set of measures to monitor performance, track progress towards outcomes and learn what is and is not working in the group's collective approach. This process also includes a system of communicating changes to key stakeholders, staff, parents, and members of the community. Upon notification of grant funding, the **ICAN** group will meet to finalize a shared measurement system. Data sets in this system may include the Texas ACE Critical Success Factors as well as tools to conduct inventories and surveys. The following table illustrates the three phases of the *Collective Impact Framework* that the Texas 21st CCLC Project director will facilitate throughout the grant period.

- | | |
|---------------------|--|
| Phase One: Design | <ul style="list-style-type: none"> • Revisit the shared vision and develop a theory of change or roadmap • Establish governance and organization of the group for structured participation |
| Phase Two: Develop | <ul style="list-style-type: none"> • Work with the evaluator to collect and view baseline data • Work with the evaluator for identification of metrics, data collection approach, including confidentiality/ transparency |
| Phase Three: Deploy | <ul style="list-style-type: none"> • Implement learning forums and continuous improvement • Ongoing infrastructure support through the fiscal agent's Project Director • Community reports to disseminate program success |

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Efforts

Presently, there are not any existing shared or common goals similar to the **ICAN** collaborative in the RGV and Harlingen, Texas. This innovative initiative was developed specifically, to meet the unmet academic performance and workforce needs during afterschool hours. However, the **ICAN** group has implemented several evidenced-based autonomous efforts in limited capacity to serve students and families.

Maximizing Effectiveness and Building Sustainability

ICAN aims to maximize program effectiveness by working toward a shared agenda which includes combining the autonomous efforts of a myriad of evidenced-based programs and services into one comprehensive program. By enhancing current program offerings, new initiatives, and extending program reach to remote schools with limited or no access, key stakeholders will model the collective impact framework process to improve program outcomes consistently over time. Typical program collaboration is about falling in love with an idea. This grant was developed with professional development, systems level training, and financial commitments embedded in the design. For example, transportation costs will be covered by participating School Districts, Certified Teachers will be trained on accelerated tutoring, and nonprofit partners will continue to offer expanded services to new sites. With the ultimate goal of program sustainability in mind, **ICAN** is adapting a collective impact model as a way to use data to sustain enhanced program practices across programs and systems and not simply scale an individual program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Professional Development Impact	1.	Formal observations of implementation of instructional strategies
		2.	Teacher evaluation of professional development presentation(s)
2.	Data Collection	1.	#/% participants completing program activities, extracurricular involvement
		2.	Student grades, attendance, discipline, assessments, promotion rates
		3.	#/% Parent involvement, GED completion
3.	Surveys	1.	#/% completed surveys
		2.	pre/post data of change in student attitudes, engagement
		3.	pre/post data of change in parent & staff attitudes, perceptions, engagement
4.	Interviews Observations	1.	Data collected on center intentionality, organizational practices, community connections
		2.	Activities: Academic enrichment, non-academic enrichment, and workforce
	Theory of Change Impact/ Logic Model	1.	Community data of change in graduation rates
		2.	Community data of change in STEM employment
		3.	Community data of change post-secondary enrollment

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An external evaluator will be responsible for qualitative and quantitative data collection, and data analysis for formative quarterly reports and summative evaluation. Both quantitative and qualitative methods for collecting data clearly related to the intended results of the project will be implemented to determine the impact of the initiative on student outcomes and the degree to which project objectives were accomplished. Data to be collected include: (1) activity logs and participation logs, (2) likert scale surveys, containing closed-ended and open-ended items, (3) pre/post data of student participation and attitudes, student attendance, report cards, discipline reports, graduation, state assessment results, etc. (4) formal and informal observations of program components using a rubric of activities—academic enrichment activities, non-academic enrichment activities (that is, purposeful activities that build skills and knowledge and were not related to a core subject area), and workforce activities—across different levels (5) parent survey including participation, perceptions, etc., (6) interviews of random selection of teachers, parents, and students using a rubric with three categories: center intentionality, organizational practices, and community connections.

- **Theory of Change Impact:** The external evaluator will work with the collective impact group to discuss data trends and collect theory of change data from partnering organizations and community research.
- **Professional Development Impact:** Data will be collected on the implementation of strategies learned through training to determine a noticeable difference in educational instruction.

Key Evaluation Questions: Two primary research objectives of the evaluation are to understand how well the project implemented *quality* programming in terms of research-supported practices and approaches, and what impact *participation* in ACE-funded activities had on student academic outcomes. Findings will be used to refine, improve, and strengthen the program performance measures to accurately assess project effectiveness in meeting goals and objectives. Results will be made available to the public through publications, and school website. The tentative timeline and scope of work has been set for the evaluation: August-October: comparison of project student demographics and non-participants; implementation of pre-surveys. November-December: review of TX21st highlighting potential problems with data-information; formal observations, interviews. January-May: comparison of 1st semester participant and non-participant academic data, 2nd semester data collection, observations, surveys, interviews; June-August: Final evaluation report for publication and public sharing.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HCISD will utilize student achievement data to inform and direct activities that are aligned to the 21st CCLC Texas ACE goals and requirements. The activities to be funded are evidence-based enrichment and academic activities that are specifically chosen to supplement learning from the school day and provide targeted assistance to students whose needs extend beyond what they can receive in the classroom. HCISD teachers give 110% to their students. Although struggling students are offered tutoring afterschool, instruction is limited to reteach the tests or assignments that students did not perform well on. Character education activities are offered as culminating events that only happen a few times per year. With an increasing focus on school accountability and student performance, **ICAN** will play a meaningful role in improving academic achievement and closing the gap between low- and high-performing students. In addition, the newly established University of Texas Rio Grande Valley Medical School has provided the community the momentum and motivation to expose students to health science field opportunities. Through **ICAN** we will build the framework to offer consistent experiences to children in Harlingen. Students will be offered more than 400 hours of intense tutoring, social and emotional support through family engagement and character education, and academic enrichment programming. Activities will be offered at the school site immediately afterschool. Students will be transported safely home by bus each day.

Character education activities were also selected to keep students engaged and out of the juvenile justice program as well as to address the emotional well-being of high-need and low-income families. Workforce activities were specifically chosen to increase number of adult GED graduates and to better prepare them for STEM fields.

Professional development will also be offered as an activity under the 21st CCLC Texas ACE grant. HCISD teachers will receive training on how to implement the Sylvan tutoring model after school. This activity will serve as a strategy to sustain accelerated tutoring practices at the end of the grant. HCISD Teachers selected to participate in Sylvan training will serve as champion's to amplify effective afterschool teaching practices to their peers.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ICAN will deploy four strategies to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. With a **93% Hispanic population**, all written information will be disseminated in both English and Spanish languages. The table below provides a brief description of each of those strategies.

Dissemination Strategy	Description
1. Student/Parent Enrollment: Personal Invitation	Targeted high-need students will receive priority enrollment into the program. A list of students at risk of academic failure in one or more core subjects based on previous year's testing scores and grades as recommended by school counselors and administration. Participants will be invited by way of open house, parent conference, written communication, and/or phone call.
2. Student/Parent Enrollment: Open House	Project staff will utilize beginning of the year open houses and registrations to enlist students and families for the program. Remaining student slots will be on a first come/first serve basis.
3. Program Changes and Success: Media	Both the school district and partnering organizations benefit from their positive relationships with media of all kinds. This may include print, web-based, radio, television and social media.
4. Word of Mouth: Youth	We have found that nothing works better to recruit more students and parents to programs than simple word of mouth. We anticipate that programming will be engaging and student centered, which will motivate youth to join and attend regularly.

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Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ICAN is carefully aligned with program and Campus Improvement Plan goals and objectives. As stated earlier, students are failing to meet math, reading and writing requirements. With these dismal statistics in mind, the activities as described below were developed to eliminate barriers to success (social and emotional issues, bullying, gang influence, low literacy) while increasing student success and achievement. The Academic programs were all chosen because of the need and the proven ability each program has on improving academic success. Additionally, the Enrichment programs, Family engagement programs, and Career and college readiness programs are enhancements that support the student and family outside of the classroom, but are proven essential pieces of academic success. All program goals and outcomes will improve district results in reading, writing and math.

Activity(ies)	Anticipated Evidence-based Improvement
Sylvan ACE IT; Sylvan Writing Camps	Increased math, reading, and writing performance over time.
BGC SMART Moves; Passport to Manhood; SMART Girls; Healthy Habits; Triple Play	Increased confidence and resilience that leads to increased academic performance and improves graduation rates over time.
Sylvan EDGE (coding, robotics, digital literacy) and Texas State Technical College STEM	Increased interest in STEM Fields that leads to increased math performance and improves graduation rates over time. Exposure to hands on activities such as Challenger Learning Center at TSTC campus supports sustained interest in field and college.
Family literacy; GED classes; digital technology; Parenting classes; College access resources; food & nutrition	Increased family engagement that leads to increased emotional support, stability, and improves graduation rates over time.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ICAN partnership was formed for the specific purpose of pooling together resources and expertise in order to maximize efficiency and reach as many high-need students and their families as possible. Resources that each partners offer varies. The school district identified in this proposal currently offers school-wide Title I programs to all of their students. Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. The district provides Title I programs to **all**, which enables the proposed 21st CCLC to provide services to all students at the targeted campuses. Targeted students will need a consent form signed by their parent(s) to participate in the CCLC program **per requirement**.

Each of our partners may be receiving grant and/or local funds limited to the current program capabilities and reach. Funding from the Texas 21st CCLC grant will be used to supplement and not supplant the existing local, state and federally funded programs. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The Fiscal agent, HCISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. Each of the partners mentioned in this proposal is committed to the effectiveness and sustainability of the proposed 21st CCLC program. For this reason, schools and Boys & Girls Clubs will provide in kind support by hosting the center at their respective facilities. The school district will provide bus transportation to the children's home each day the program is in operation. Sylvan Learning Center will offer various services in-kind regularly. Texas State Technical College will also provide in-kind support by hosting field-trips and parent education classes at their facility. The total in kind amount of support we can secure throughout the grant period is approximately \$400,000.

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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objective Program Planning and Research-based Program Design

ICAN was developed specifically to improve education outcomes for low-income children and their families. To ensure that the proposed activities are based on an objective set of measures and designed to increase high-quality academic enrichment, the group enlisted the help of a community volunteer with experience in collective impact work. This volunteer led the group in a data driven process to come up with key questions around specific needs. Community surveys were also conducted that reveal a need for a comprehensive strategic plan to further develop and implement academic enrichment and cultural enhancement activities. ICAN is proposing to use a myriad of evidence-based and family-centered programs to maximize program effectiveness by working toward a shared agenda. This process has existed in the Rio Grande Valley for the past five years under the guidance and direction of the nonprofit backbone organization, **Educate Texas**. The collective impact approach is an evidence-based decision making process developed by *StriveTogether*. The framework rests on four pillars framed around the unique strengths and needs of an individual community. The third pillar, mobilizing resources for impact, is where the 21st CCLC programming takes place. ICAN will align and mobilize time, talent, and evidence-base afterschool paractices towards improving educational and workforce outcomes. A few of these programs include:

The 5 Conditions of Collective Impact

- 1 **Common Agenda**
 - Common understanding of the problem
 - Shared vision for change
- 2 **Shared Measurement**
 - Collecting data and measuring results
 - Focus on performance management
 - Shared accountability
- 3 **Mutually Reinforcing Activities**
 - Differentiated approaches
 - Coordination through joint plan of action
- 4 **Continuous Communication**
 - Consistent and open communication
 - Focus on building trust
- 5 **Backbone Support**
 - Separate organization(s) with staff
 - Resources and skills to convene and coordinate participating organizations

Evidence-based Program Model	Brief Description
Sylvan Learning Center	Academic growth for in-center programs is greater than 1 year in 36 hours of instruction with a 90% attendance/ participation rate.
Boys & Girls Clubs	At every follow-up, average grades of treatment youth were significantly higher than control and comparison group youth. Culturally focused youth drug-prevention programs is designed to increase resistance skills.
Heroes for Harlingen	Reported increases in self-efficacy and self-confidence, job skills, and personal goal attainment in adults and children.

*Evidence-based design information retrieved from *StriveTogether*, *National Institute of Justice Programs and Practices*, and *Institute of Educational Science What Works Clearinghouse*, and *ERIC Clearinghouse*

Data Collection, Continuous Assessment and Local Program Evaluation

To ensure that data is collected in an appropriate and reliable fashion, each Site Coordinator will be working directly with the Program Director, ICAN group, and Local Evaluator to learn the evaluation system. Data collection will be efficient and accurate. Qualitative information will be gathered to measure (1) the level of implementation, and (2) the perception of staff, students and parents as to the effectiveness of program techniques/components. Observation instruments and questionnaires specially designed to measure these phenomena will be designed based on Common Texas ACE and research-based approaches. Continuous improvement will be maintained by developing an informed decision making process. The local evaluator will be required to work with the group, along with RGV Educate Texas' collective impact group known as **RGV FOCUS** to develop a process to make data-driven decisions that can contribute positively to student success and institutional effectiveness. The effective use of data in education agencies have been shown to improve student engagement and outcomes, enable the analysis of workforce data, and advance institutional research.

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Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

ICAN is an innovative collective impact framework initiative designed to extend across the RGV targeting some of the most distressed neighborhoods. Harlingen, Texas has capitalized on various evidence-based programs that exist in the community. Developing a collective impact initiative around afterschool time activities is just what this community needs to start moving the needle toward positive educational outcomes. Additional community resources that are available to the group and will be used by the Family Engagement Specialist in support of the needs of the families are also included as a resource in the table below.

Partner	Resources Available
Boys & Girls Clubs	<ul style="list-style-type: none"> Managing and training youth professionals Boys & Girls Clubs award winning prevention curriculum Formal volunteer management process Evidence-based programming STEM and recreational activities
Sylvan Learning Centers	<ul style="list-style-type: none"> Research based STEM, camps, core subject interventions and academic tutoring Professional development offered to district teachers on the Sylvan model
HCISD	<ul style="list-style-type: none"> Formal volunteer management program Dedicated space for out-of-school time programming Transportation for students Certified teachers to be trained in Sylvan methods Technology enhanced classrooms
Faith-based Organization	<ul style="list-style-type: none"> Emergency needs requests from families
Texas State Technical College; University of Texas – Rio Grande Valley; University of Texas – San Antonio	<ul style="list-style-type: none"> College enrollment resources Financial literacy and Financial Aid Resources College fairs and other community events STEM activities Adult Basic Education where needed for families
RGV Focus - Educate Texas	<ul style="list-style-type: none"> Capacity building to the group on collective impact work and using data to impact change
Food Bank of the Rio Grande Valley	<ul style="list-style-type: none"> To assist families with issues around food insecurity Collaborate to offer food nutrition workshops
Harlingen Economic Development Council	<ul style="list-style-type: none"> Driving workforce training initiatives STEM Field experiences through partnering employers Rally community support for employer driven mentorship and summer learning activities
Heroes for Harlingen	<ul style="list-style-type: none"> Disseminating Information to the community Recruiting community volunteers Subject Matter Expert presentations to students
Workforce Solutions	<ul style="list-style-type: none"> Facilitating social services Providing workforce training initiatives Providing resources for low-skilled adults and related job training

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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordinating Services to Address Multi-needs

Like most organizations, ICAN partners have historically lacked adequate resources and coordination to expand the reach of services to confront the overwhelming social and learning barriers in their communities. In an effort to eliminate barriers to student success, the ICAN group conducted a needs assessment during the development of this grant to identify and prioritize the education needs of high-need students and their families. The needs assessment processes included compiling and analyzing data. The data analyzed included reports from public sources, and parent surveys.

Public reports indicated that academic interventions for **44% of the student population that failed to meet star reading and 65% that failed to meet star math**. College readiness interventions are also needed for **70% student population that is failing to meet postsecondary success**. An inventoried list of services available to meet these needs includes:

- Academic tutoring programming through Sylvan Learning Center;
- Boys & Girls Clubs college going initiatives for students;
- Boys & Girls Clubs character education programs;
- HCISD's proposed technology classroom enhancements;
- Sylvan Learning Center robotics, math, and digital literacy programs; and,
- Texas State Technical College's (TSTC) postsecondary programming initiatives.

In addition to academic interventions, parent engagement was another top priority for the Harlingen, Texas area.

Parent surveys had an overwhelming response with 284 parents completing the surveys. Results revealed that **89%** of parents requested College Financial Aid training; and 100% requested parenting skills and workforce education workshops. Services available to meet the needs of families includes:

- Harlingen Heroes community engagement programs;
- Resources available through faith-based and social service organizations (such as food, emergency assistance, and more);
- TSTC college going, financial literacy and adult education resources;
- The potential to purchase parent engagement tools (Ready Rosie); and,
- Workforce development opportunities available through the Harlingen Economic Development Council.

The number of inventoried resources attests to the communities educational needs which spurred the ICAN group to develop a collective impact approach. Resources listed in above were aligned to address each of the issues in the shared agenda of improving education outcomes. Activities were strategically selected so that they may coordinate to mutually reinforce one another. For example, high need student may be enrolled in the program that has multiple issues (such as food insecurity, low reading scores, bullying, parents who are English Language Learners). For these individuals, successfully addressing one need frequently entails addressing the others concurrently, and thus requires the provision of a range of services. Under this arrangement, the partnering organizations have agreed to coordinate their efforts to supply a suite of services capable of addressing the various needs of high-need students and their parents. The Family Engagement Specialist and Site Coordinators will be key in facilitating this coordination.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ICAN is designed to align and mobilize time, talent to implement an evidence-based afterschool program to improve educational and workforce outcomes. Throughout the duration of the grant, programming will be monitored by a collaborative effort between the collective group's Leadership, TEA and program evaluator

RTI Academic Success Best Practice Model with ELL, economic disadvantaged populations - HCISD will partner with CBO and BGC Harlingen who provide wraparound services tutoring and mentoring model with Sylvan RGV that is based on TEA best practice dropout prevention model, Texas AIM. It is designed as a collaborative service model that utilizes the strengths of all partners, share strategies, and combine resources. Participants in the Sylvan Ace-It program have both a school attendance and grade improvement of 90%. This has been recently validated by third party evaluation and proven to be effective (Rockman et al, Dec. 2015). Students involved in BGC Harlingen program have a graduation rate of 90% according to Boys & Girls Club of America independent evaluation, Private Venture. BGC prevention curriculum, SMART Moves and SMART Leaders and group mentoring models are nationally sanctioned as evidenced based by the U.S. Department of Justice to have decreased the number of referrals and incident reports.

Postsecondary Workforce Preparation Best Practices

Real world experiences for academic application is effective for academic achievement. Career and technical education implemented via multiple pathways include preparation for civic involvement, student achievement, development of problem-solving, analytical reasoning, and personalization. (Kemple and Snipes 2000; Kemple, 2004 & 2005). For this reason the project design includes specialized academies for career path related learning and achievement. Workforce Solutions will provide job shadowing and job related activities for families.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ICAN plans to recruit volunteers to support activities carried out through the Texas 21st CCLC. Using volunteers is well known for assisting with providing human capital to sustain programming beyond a grants funding cycle. The target population for ICAN volunteers is senior citizens. Seniors have a unique set of skills and knowledge and a lifetime of experience to offer in so many ways: from mentoring and tutoring younger generations, to providing career guidance, and offering companionship and care. To recruit senior citizens, the Project Director will work with the existing school district and Boys & Girls Clubs volunteer recruitment team. This team capitalizes on RGV's vast number of Winter Texan, nonprofit agency, and faith-based organization volunteer resources. The RGV's Winter Texan population is a huge group of seniors that travel from all over the United States to enjoy the RGV's warm seasons.

Volunteers will be vetted and trained using the school district and Boys & Girls Clubs standard volunteer training process. This process includes: the criminal background check, CPR and first aid training, staff development training, and/or mentoring training.

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☑ Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

HCISD School Board members have signed a letter of support for the application attached which commits to sustainability for ICAN.

Sustainability Plan - The ICAN initiative is designed with sustainability in mind. The key to ensuring that the Texas 21st CCLC will continue after funding from this program ends is to build the skills, mindset and capacity to enable organizations to collaborate and share resources. Receiving grant funds from TEA's Texas 21st CCLC Cycle 9 grant will lay the groundwork to spark collaboration, fund new ideas, and scale up best practices to achieve real impact. The development of this grant has ignited within leadership and has grown into an ecosystem that is working toward a shared mission. This intricate relationship of the ICAN initiative will drive the need to understand, build and sustain connections.

Strategy/Resource	Responsible Party(s)	Milestone
Collective Impact Training and Support	• RGV Educate Texas	Upon notification of funding and ongoing
Designated space for afterschool programming	• School District • Boys & Girls Clubs	Upon notification of funding and ongoing
Designated space for parenting workshops	• School District • Boys & Girls Clubs • TSTC	Upon notification of funding and ongoing
Heroes for Harlingen	• School District • Various Community Organizations	Upon notification of funding and ongoing
Transportation	• School District	Upon notification of funding and ongoing
TSTC Challenger/ Parent Training	• TSTC • School District	Upon notification of funding and ongoing
Sylvan Tutoring	• Texas ACE Grant • Sylvan Learning Center • School District	Year one – funded by grant. Professional Development deployed near month 7 to teach sylvan model to certified teachers. Teachers receive extra duty pay from District to resume responsibilities when grant funds end.
Site Coordinators	• Texas ACE Grant • Boys & Girls Clubs • School District	Year one – funded by grant. Collaborative effort training between Sylvan trained teachers and Boys & Girls Clubs staff deployed near month 9. Teachers and Club staff assume responsibilities when grant funds end.
Project Director	• Texas ACE Grant • School District • RGV Educate Texas	Year one – funded by grant. Collective impact/program implementation training with Project Director, RGV Educate Texas and designated District staff deployed near month 9. District to assume responsibilities when grant funds end.
Family Engagement Specialist (FES)	• Texas ACE Grant • School District	Year one – funded by grant. FES develops formal structure and educates existing district Parent Engagement Specialists on strategies near month 6.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 031-903	Amendment # (for amendments only): N/A
<p>TEA Program Requirement 1: Community Involvement Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	
<p>Community partnerships were established during the initial planning of this program and will continue to play a crucial part in its success, benefitting students through increased program service quality and academic success. While BGC has sufficient resources and volunteer basis, additional partners must be brought into the collaborate in order to effectively combat the socio-economic barriers our students face. Community Involvement will be cultivated and utilized in the following ways:</p> <ul style="list-style-type: none"> Communication- Communication with stakeholders will be ongoing and frequent, in order to gain feedback from teacher, students, parents, administrators, business community members, and program partners. All parties will be encouraged to submit additional recommendations through letters to the project manager. After-school Task Force- An afterschool task force will be developed to ensure programs have the needed support to be successful. A strategic plan guided by community input will also be developed and the task force will review and evaluate goals and program success after one year. Meetings- the Project Director will schedule monthly meeting to ensure communication with participants and stakeholders to distribute evaluation results. It is the Project Director's responsibility for communicating scheduled meeting to all parties, as well as facilitating the meeting and keeping notes on meeting content. <p>Leveraging Existing Community Involvement Initiatives The Harlingen, Texas community has a vested interest in the education of its students. In fall of 2014, HCISD established its Heroes for Harlingen program. The program aims to increase community engagement in education through community campus visits, discussions with administration, and building partnerships. By doing this the community has the opportunity to see and understand the needs of the students and students are able to receive "real-world knowledge" from professionals. The program is part of the district's strategic plan and is aligned with the district and campuses' improvement plans, which was created with the input of over 800 community members. The plan outlines district goals, as well as specific result statements that will shape the development and implementation of new programs, renovations at district facilities and integration of new technology. Potential partners have the option of participating in three different components of Heroes for Harlingen CISD. Components of the program includes Ambassadors for Learning, a program that allows community partners to hold discussions with administrators at HCISD, Caring for Kids, which aims to identify the needs of students through community partnerships and Classroom Connections, which pairs local business leaders with teachers to share their real world experiences and classroom strategies. The impact that the Harlingen Heroes initiative has made is enormous. In 2015, the RGV community held the Tax Ratification Election. With the support of Harlingen Heroes, HCISD was the only District to pass the Tax Ratification Election and receive \$5.8 million in state funds and another \$4.2 million in local funds to address the needed building and technological infrastructure upgrades.</p> <p>Community Involvement through Collective Impact Strategies In efforts to build on the success of Heroes for Harlingen community engagement support, the ICAN group plans to adopt a collective impact approach for its Texas 21st CCLC afterschool program. Research shows that the collective impact framework is successful in collectively improving outcomes within a community. Upon notification of funding ICAN's Project Director will work closely with partnering organizations to delegate a point of contact to convene regularly. The partners that will participate may include: the Boys & Girls of Harlingen, Harlingen Economic Development Council, Heroes for Harlingen, Sylvan Learning Centers, and Texas State Technical College. During the ICAN meetings, members will work closely with Educate Texas' collective impact group, RGV FOCUS, build capacity to use data to move from analysis to action in response to the results of impact of the strategies. RGV FOCUS has over five years of experience in analyzing data to improve educational outcomes while seeking continuous feedback from community stakeholders. This information provides educators and policymakers with critical data about where students leave the education pipeline and which students are more at risk of dropping out of school. RGV FOCUS consists of a Leadership Team of 22 members, including 11 Superintendents (representing 55% of students) presidents of all five IHEs in the RGV, the executive director of Region One, and five representatives from workforce and CBOs.</p>	

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Amendment # (for amendments only): N/A

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A management plan will be developed based on the ACE Primary Resource Management Task requirements, will involve student participation, partner collaboration and communication of all stakeholders. It will also include the evaluation of each role throughout the program's timeline. An organizational chart will also be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management. **The Federal Programs Director and Afterschool Taskforce** already described will approve the management plan.

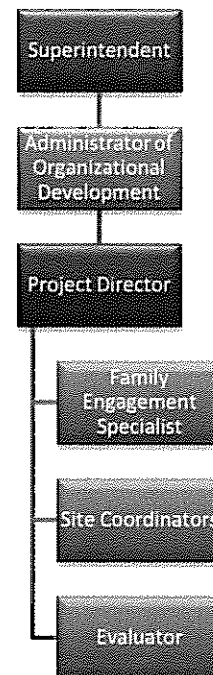
iCAN will be handled with the same high level of fiscal integrity and managerial efficiency that the HCISD is known for. HCISD has a Grants Department dedicated to offering technical assistance in support of managing the program and fiscal components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. The Grants Department will work closely with the Project Director to develop a program deliverables plan and discuss all fiscal parameters of the grant contract. The Grants Department will monitor all program activity to proactively respond to any potential issues. Technical assistance may be provided as needed in areas such as but not limited to: developing reports, staff turnover, challenges in meeting goals and objectives, and more. The direct implementation of grant activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the needs of the Campus Assessments as well as the students' needs. Site Coordinators will have weekly meetings with all staff and will meet with the staff to discuss any issues.

Communication - The Grants Department will work alongside the Project Director to communicate program successes and challenges internally as well as to develop progress reports for the **iCAN** Leadership team. The Project Director will communicate any changes the result from leadership team meetings with project staff during monthly staff meetings. Training and staff support will also be scheduled based on feedback received from the Grants Department and Leadership team.

The iCAN AFTERSCHOOL TASKFORCE (a different body that the community advisory board) armed with information from the Project Director in close association with the Independent Evaluator will report to the Superintendent and Board of Directors. To clarify, the Taskforce governs the program; the community advisory committee promotes and guides the evaluation of the program.

iCAN Organizational Chart - In this excerpt from the Harlingen CISD organizational chart, the Administrator of Organizational Development is an important link between the Superintendent and 21st Century Project Director. This administrative position oversees strategic talent development and maintains key community linkages that will help the **iCAN** team execute the program design effectively and meet program goals. Key program partners not only support existing goals in the District Strategic Plan, they overlap and support key job functions of this position.

The **iCAN Site Coordinators** will ensure correct program implementation and supervise volunteers and staff at their site. They will manage grant activities and programs during program hours, and ensure that the programs meet the needs of individualized campuses. They will hold weekly meetings with staff to prepare activities and attendance logs, and complete lesson plans. Staff will maintain daily attendance logs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-903		Amendment # (for amendments only): N/A	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Austin Elementary		
9 digit campus ID#	031-903-102	Distance to Fiscal Agent (Miles)	.8 Miles
Grade Levels to be served (PK-12)	K-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		135	
Number of Adults (parent/ legal guardians only) to be served:		60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Bonham Elementary		
9 digit campus ID#	031-903-103	Distance to Fiscal Agent (Miles)	.9
Grade Levels to be served (PK-12)	K-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		135	
Number of Adults (parent/ legal guardians only) to be served:		60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-903			Amendment # (for amendments only): N/A	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3	Center Name: Bowie Elementary			
9 digit campus ID#	031-903-104	Distance to Fiscal Agent (Miles)		2.2
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				135
Number of Adults (parent/ legal guardians only) to be served:				60
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4	Center Name: Crockett Elementary			
9 digit campus ID#	031-903-105	Distance to Fiscal Agent (Miles)		2.6
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				134
Number of Adults (parent/ legal guardians only) to be served:				60
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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County-district number or vendor ID: 031-903			Amendment # (for amendments only): N/A	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name: Jefferson Elementary		
9 digit campus ID#	031-903-108	Distance to Fiscal Agent (Miles)	2.4	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		130		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name: Lamar Elementary		
9 digit campus ID#	031-903-109	Distance to Fiscal Agent (Miles)	3.1	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		130		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name: Milam Elementary		
9 digit campus ID#	031-903-110	Distance to Fiscal Agent (Miles)	3.7	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			130	
Number of Adults (parent/ legal guardians only) to be served:			50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name: Stuart Place Elementary		
9 digit campus ID#	031-903-111	Distance to Fiscal Agent (Miles)	5.6	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			130	
Number of Adults (parent/ legal guardians only) to be served:			50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name: Travis Elementary			
9 digit campus ID#	031-903-112	Distance to Fiscal Agent (Miles)	1.3	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			130	
Number of Adults (parent/ legal guardians only) to be served:			50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name: Wilson Elementary			
9 digit campus ID#	031-903-116	Distance to Fiscal Agent (Miles)	5.4	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			130	
Number of Adults (parent/ legal guardians only) to be served:			50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only): N/A

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESEA Section 1114 Alignment

ICAN has designed all programming around supplementing the students regular school day by providing compensatory, intensive, and/or accelerated instruction. Various past cycles of the Texas ACE program has included Sylvan Learning Center as a partner for tier-2 academic intervention. ICAN was formed for the specific purpose of pooling together resources to reach as many students and their families as possible. All academic tutoring and enrichment programs will supplement and not supplant existing programs which is in-line with ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081.

Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their educational program. The districts provide Title I programs to all, which enables ICAN to provide services to all students at targeted campuses. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules, or local board policies, will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The fiscal agent, HCISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. The schools will provide in kind support by hosting the center at their respective facilities. As mentioned in previously, the in kind amount of support is approximately \$400,000.

Student Recruitment

Targeted high-need students will receive priority enrollment into the program. To recruit students, school counselors and administrators will compile a list of high-need and/or at-risk students. These students will be offered program slots first. Teachers will invite parents by way of open house, parent conference, written communication, and/or phone call. A written consent form must be signed by parent(s) in order for their child to participate in the afterschool program. All other students will be recruited to fill remaining spots on a first come and first serve basis.

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County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Operations and Schedules

The ICAN 21st CCLC program will provide a total of 36 weeks of programming including 6 weeks of summer services from June 2016 to July 2016 in an effort to prevent summer learning loss. The proposed summer hours at school sites may be from 8:00 a.m. to noon for elementary host sites and 9:00 a.m. to 1:00 p.m. for middle school host sites. School sites will engage in academic programming such as accelerated tutoring, robotics, math camps and other related activities offered through Sylvan Learning Center. Students registered for a school host site will be offered offsite enrichment programming two days per week at the neighboring Boys & Girls Clubs facility referred to as adjunct sites in this proposal. Offsite enrichment may include but is not limited to: swimming, sports and recreations, character education, family movie nights, and more. During the academic year hours at school sites will vary depending on school day end times. The earliest site will open at 3:00 p.m. and the latest site will close at 7:00 p.m.

Staffing Plan

The Project Director will manage all grant funded employees. Grant Activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the needs of the campus assessment as well as the students' needs. Site Coordinators will have weekly meetings with all staff to plan a week in advance for any and all activities. This time will be used to complete lesson plans and prepare activities for all members participating. All staff will be provided a daily attendance log for all members to sign and will return the logs to Site Coordinator/Data Specialist to input into the database system for attendance purposes. Site Coordinators will make rounds to ensure that all staff is running programs geared towards what the lesson plans state. At the end of each day, Site Coordinators will meet with the staff to discuss any issues. Site Coordinator will also encourage staff to apply activities and ideas learned from the MYTEXASACE website to utilize in their classes. The Family Engagement Specialist will work across all sites to plan and implement family engagement strategies. This position will work closely with the Project Director but will also have a dotted line reporting structure to the Parent Engagement Staff at School District level.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safe and Inclusive Environment

ICAN is committed to ensuring that our policies and procedures promote a safe and inclusive learning environment for all students. To do this takes more than just a commitment by staff within a building. A whole school community approach involving all educational and community partners is essential for us to build a culture where each of our students has an equal opportunity to reach their full academic potential. ICAN is very conscious of the important role that parents and families play in the social and behavioral development of our students. Working alongside parents to share best practices, to identify the specific needs of our students and to receive feedback on the work we are doing is a critical component to our success. ICAN has adapted and maintained strategies and best practices around equity and inclusion, character education, accessibility as well as safe schools to promote a safe, inclusive and accepting school environment.

Sign-in and Sign-out Procedures

Every child attending all centers and adjunct sites of the ICAN 21st CCLC must sign-in before entering the program and must be signed-out each evening by their parent/guardian or authorized adult unless the parent/guardian or authorized adult has provided alternative instructions in writing. All partner agencies with the ICAN program will ensure compliance with this policy. Registration procedures and emergency contact information will be collected at all school sites and adjunct facility clubhouses associated with the program. No exceptions will be made to this policy.

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County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All academic programs are specifically aligned with the school day curriculum to expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS). ICAN considered many partners and selected Sylvan Learning Center for their track record of success in the Rio Grande Valley, as well as preliminary results from a recent research study (Rockman Et Al., Fall 2015) indicating higher than average outcomes on State assessments with ELL and At Risk students in our region.

Sylvan will offer and monitor tier-2 intervention and accelerated tutoring after school and during summer break. During the grants development process, members of the ICAN team correlated Sylvan Math, Writing, and Reading program against the TEKS. The purpose was to confirm that Sylvan's accelerated tutoring model would be supplemental and beneficial prior to implementing the program and investing in the professional development of school district teachers. Sylvan Learning Center is proposing to offer Ace It! and EDGE programming to benefit ICAN students. This programming will complement the Boys & Girls Club Power Hour where homework support and grade level work is the focus.

Sylvan Ace It!:

Sylvan Learning's Ace It! program provides targeted academic intervention for struggling students, and since 2005, it has established a proven track record of helping to improve school performance for more than 150,000 students nationwide. Delivered by highly trained Sylvan teachers, Ace It! utilizes a research-based curriculum that is founded on best practices for teaching and is aligned to state standards. While supplementing and reinforcing what students have learned in the classroom, Ace It! offers flexible, differentiated instruction in small groups with a low student-teacher ratio of 8:1. The Ace It! model includes a positive learning environment that rewards students for improvements in attitude, attendance, effort and achievement. Ace It! is ideally suited for the Tier 2 – Strategic Intervention level of the **Response to Intervention (RTI)** approach to teaching and learning, which proactively identifies and addresses student needs. Through RTI, schools match students with the appropriate level of supports: Tier 1 represents a school's core curriculum; and Tier 3, highly intensive and individual instruction. As a Tier 2 strategy, Ace It! offers an efficient response to the academic needs of those students who have been identified as not making adequate progress in the school's general education program. The Ace It! program begins with a student pre-assessment that identifies skill gaps and needs. Assessments utilized are either Pearson's norm-referenced GMADE (Group Math Assessment and Diagnostic Evaluation) and GRADE (Group Reading Assessment and Diagnostic Evaluation) or the ASA, a proprietary criterion-referenced assessment tool. This allows Sylvan teachers to create a customized learning plan for each student, and to place him or her in groups with others at similar levels of skill so that instruction is personalized to meet student needs. A post-program assessment is utilized to measure academic growth and determine need for further support services. Sylvan is proposing to offer Ace It! Reading, Math, and Summer School programs.

Sylvan EDGE

In response to what is commonly known as the STEM Crisis, and recognizing a crucial need in the students we serve, Sylvan Learning has developed Sylvan Edge, our set of programming focused on critical areas of STEM for students starting in elementary school. As always, Sylvan's program design goal is a supplemental education system that meets the highest quality standards, individual student needs, and both national and state standards, and incorporates the most effective technology and/or research. Sylvan Edge is based on research suggesting that building a STEM foundation should start as early as the elementary grade level to cultivate children's natural interest in exploring their world through experimentation and active problem solving. Sylvan Edge helps kids to perform better in STEM subjects at school, and does more than assist in the acquisition of academic competencies. Like all Sylvan programs, Sylvan Edge gets and keeps students excited about learning through fun, hands-on activities, and makes it more likely that students will maintain an interest in STEM and go on to pursue advanced classes in high school and college. Sylvan is proposing to offer EDGE Coding, Robotics, Math, and Engineering programs.

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Amendment # (for amendments only): N/A

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The participating campuses will provide instruction is adaptable to the academic and developmental needs of students. Instructional methods to be applied will include:

- **Individual Instruction** – Provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing.
- **Small-Group Instruction** – Group-tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles.
- **Response to Intervention (RTI) Acceleration** - RTI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RTI can result in: More effective instruction; Increased student achievement; More appropriate LD identification; Increased professional collaboration; and Overall school improvement.

iCAN has strategically selected evidence-based programming models that are adaptable to the academic and development needs of students. Each of these programs may choose to use paid instructors, volunteers, staff, and/or parents to ensure that they focus on small student ratios and varying interests. For example, students who are at-risk of failing, are performing poorly academically, and/or who are at-risk of dropping out of school (includes truancy and discipline referrals) will be targeted initially and recruited by their teachers.

How program meet students needs with Integrated Partner Model

Sylvan Learning Center programs are known for its small group focus. Boys & Girls clubs programming will work with a number of part-time employees, volunteers, and mentors to ensure that these needs are met. The Boys & Girls Club maximum staff to student ratio is 1 to 22 as is the standard for TEA 21st CCLC. This ratio is utilized for multiple and diverse enrichment strategies. However, academic interventions such as Sylvan Learning RGV supported Power Hour and Project Learn programming is conducted at a 1 to 10, staff to student or club member ratio in order to make maximum impact in specialty topics for homework progress and classroom aligned work. Supplementary education specialist Sylvan Learning RGV small group instruction is based on a 1 to 8 ratio of student to certified teacher ratio.

Activity planning follows U.S. Department of Education's Best Practices for ELLs, as that is our target population.

Through these varied instructional methods and through the limited staff to student ratios, the district should reduce the at-risk failure and student drop-out rates. Individualized plans are used to maximize student engagement and learning outcome. This individualized strategy used in Goals for Graduation helps students set personal short and long term goals and facilitates their achievement. BGC Harlingen recreation programming called Triple Play where students set personal fitness goals in accordance with the Presidential Fitness Program. HCISD and BGC Harlingen further engages youth through its student advisory council, which gives students an active voice and influence in programs and services offered, and through its "Junior Staff" particularly for summer activities, that engages reliable students to play an active role in program implementation. Students participating in both opportunities are asked to research the needs of their peers, school, and community and develop strategies to address them.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-903	Amendment # (for amendments only): N/A
<p>TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>A vital part of the ICAN project is to engage family members as lifelong learners in this way their own passion for learning and literacy will translate to their children. ICAN will employ a full-time Family Engagement Specialist to oversee, coordinate and facilitate family literacy events across all sites. This includes referring interested parents into Adult Basic Education like GED and ESL classes. All ESL and GED services free of charge to family members.</p> <p>The ICAN Family Services Coordinator will be responsible for establishing and overseeing 3 program sites for families of participating students, with at least 40 - 50 family members at each site. BGCW will enlist the help of community partners to provide adult services such as:</p> <ul style="list-style-type: none"> ESL, GED with partners, South Texas College, Workforce Solutions and Literacy Centers Risk- behavior prevention and ESL conversation practice with partner Heart 2 Heart Parents Resume and Job matching assistance with partner Workforce Solutions job training, including tuition assistance to local colleges for qualifying families with partner Workforce Solutions Financial Literacy course with banking partners Health Literacy and food pantries with BGCW's program Family Plus <p>Services will be provide free of charge. Family Engagement will be evaluated using the ACE PRIME Resource, Family Engagement Inventory, to evaluate success and implement any needed changes.</p>	
<p>TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The Family Engagement Specialist is a critical component of the ICAN project. ICAN will employ a full-time family services coordinator to oversee and coordinate ten program sites for family members of engaged students. Due to the overwhelming number of single parent households and emotional issues that often plague RGV students and families, preference will be given to applicants who are licensed as a counselor, family therapist, or social worker.</p> <p>In response to the needs assessment, the Family Engagement Specialist will collaborate with the school district's parent engagement team and work across all centers to:</p> <ul style="list-style-type: none"> Facilitate resume writing and job search assistance; Recruit and refer parents to enroll in literacy, GED/ESL classes; Recruit families to participate in culminating family literacy events; Recruit and refer parents to participate in digital literacy events; To refer parents to emergency food, housing, utilities, and other needs through a collaboration with faith-based organizations and social service groups; Coordinate workshops to aide parents in supporting their child's progress in school; To refer and facilitate health and nutrition activities; and, To refer and facilitate parent education classes. 	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-903

Amendment # (for amendments only): N/A

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Faced with few resources, cultural barriers and pressing family responsibilities, Latino students find that access to higher education comes harder for them than it does for peers of other races. A survey by the Pew Hispanic Center found, that just 33 percent of Latinos remain in school after age 18, trailing a general U.S. population that has 42 percent enrollment after the same age. Additionally the survey found, that while 88 percent of young Latinos viewed college education as necessary to get ahead, only 48 percent intended to pursue bachelor's degrees. **The statistics mentioned in the needs section above confirm these statistics with more than 60% of the student population failing postsecondary readiness testing.**

Families are the key determining factor in whether or not children pursue a high school diploma or higher education – especially among first generation and Hispanic students. Colleges in the Rio Grande Valley face a variety of challenges when recruiting Hispanic Students. The first challenge is the reluctance and inability of the families to complete the FAFSA application. Many of the Hispanic families are disinclined to disclose any financial information and few of the families hold accounts at financial institutions. A second challenge is the dynamics of the traditional Hispanic family. In this culture, family is a very important obligation. The value of an adult male family member holding a full time job after high school tends to have more value than spending four years away at college. The students also often still have responsibilities such as assistance with younger siblings, or the family shares a vehicle, limiting the availability of students. A third challenge is language. Often, one or both parents have limited English proficiency and care has to be taken in translation of the details and advantages of allowing their child to attend college.

The Family Engagement Specialist will work with partnering organizations to deploy all activities while developing a parent academy. The mission of the Academy is to: 1) Educate parents by providing them with information around the importance of higher education and information about how to finish their own high school equivalency, 2) Search for jobs and access the College's Career and Community Education classes; 3) Engage parents in family and digital literacy events; and, 4) Assist parents in the process of navigating their child through the complex college process.

ICAN will develop targeted family services in accordance with the ACE PRIMARY Resource: Texas ACE Parent Handbook. Services are hosted at the center campuses and include but are not limited to the following programs:

- **ESL and GED Classes** will be provided with partners at each center.
- **Family Resource Centers** – ICAN will open up their computer labs to families at least once a week, and attendants help parents apply for aid such as SNAP, TANF, or Workforce Solutions for workforce development orientation. With planning, transportation can be arranged from 21st CCLC sites to clubhouses and back so that parents can more easily participate
- **Healthy Living-** a family favorite, this program is a collaboration between BGCW and the Food Bank to provide 6- weeks of nutrition education and healthy cooking demonstrations. Demonstration will be conducted at school sites but parents are welcomed to joining the ones held at the clubhouse as well.
- **Parent Advisory Council-** MAAP will have a parent advisory council made up of at least 10 members, that organize and advertise club programs and services. By year two, we project that similar councils will be established for 21st CLCC sites as well.
- **FREE Sylvan Parent Seminars-** partner Sylvan Center will conduct onsite presentation with such topics as homework help and grade improvement.
- **Assistance-** low income families will be able to obtain school supplies, clothes, books, and toys for Christmas in partnership with the Food Bank of the Rio Grande Valley.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only): N/A		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Offer more opportunities that encourage and increase the numbers of females participating in STEM activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only): N/A		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only): N/A		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-903

Amendment number (for amendments only): N/A

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only): N/A		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only): N/A
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 16		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input checked="" type="checkbox"/> Other method (specify): Mail Letter
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 1,186		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		
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Schedule #19—Private Nonprofit School Participation (cont.)					
County-District Number or Vendor ID: 031-903			Amendment number (for amendments only): N/A		
Part 3: Services and Benefits Delivery					
Designated Places/Sites					
<input type="checkbox"/> Public school		<input type="checkbox"/> Private nonprofit school		<input type="checkbox"/> Neutral site	
<input type="checkbox"/> Other (specify):					
Designated Times					
<input type="checkbox"/> Regular school day		<input type="checkbox"/> Before school day		<input type="checkbox"/> After school day	
<input type="checkbox"/> Summer vacation		<input type="checkbox"/> Other (specify):			
Part 4: Selection Criteria/Activity Timeline					
#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:				
	# of students:	# of teachers:			
2	School name:				
	# of students:	# of teachers:			
3	School name:				
	# of students:	# of teachers:			
4	School name:				
	# of students:	# of teachers:			
5	School name:				
	# of students:	# of teachers:			
Part 5: Differences in Program Benefits Provided to Public and Private Schools					
Select the one appropriate box below.					
<input checked="" type="checkbox"/> There are no differences between the program benefits provided to the public school students and the private school students.					
<input type="checkbox"/> There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)					
Description of Difference in Benefits			Reason for the Difference in Benefits		
1			1		
2			2		
3			3		
4			4		
5			5		

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